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ABSTRACT

Project SURT, The Study of Rural-Urban Transition, deals with the dynamics of Canadian society. The interdisciplinary curriculum to be produced will be instrumental in assisting tenth and eleventh grade students in two or three months, to assess the changes which are occuring in selected Canadian Communities, and to gain some proficiency in predicting those changes. This report is primarily concerned with their study of urbanization which may be characterized by a continuum proceeding from an intact community to a megalopolis with urbanization as: socialization, change, migration, and as urbanism or a way of life. A sociocultural dynamics approach will guide the development and includes ideas from communication theory and sociocultural systems theory, and places the theoretical emphasis upon a cybernetic-communications model; other approaches studied by the project are summarized in an appendix. As a result, three important concepts are: 1) systems: role taking and role making; 2) variation in behavior, human values, cultural contexts, and belief systems; and, 3) traditional behaviors. The major student behavioral changes anticipated are: 1) preference for a problem solving approach; and, 2) social insight, tolerance, participation, cooperation, and community attitude. Instructional materials will be multimedia and comparative and historical inquiry methods will be used. Student research tools and a bibliography of references and films are appended. (Author/SBE)

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# A Study of Urban Rural Transition

June 1971

## Western Curriculum Project on Canada Studies

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(Alberta) - Edmonton, Westlock, Cremona

Team Personnel:

T. Aoki - University of Alberta

R. W. Lamb - M. E. LaZerte High School (Edmonton)

A. G. Rankel - M. E. LaZerte High School

R. H. Sabey - Project Canada West

J. P. Seward - Westlock High School

D. Truss - Cremona High School

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## I. Introduction

### 1. A Study of the Urban-Rural Transition in Canada

This project, a part of PROJECT CANADA WEST, is endeavoring to develop an instructional plan which will be useful in teaching about urban-rural transition in Canada. The project team works out of Edmonton, Alberta but has members from Edmonton, Westlock and Cremona, Alberta.

Project SURT (The Study of Rural-Urban Transition) deals with the dynamics of Canadian society. Instructional materials to be produced will be instrumental in assisting students to assess the changes which are occurring in selected Canadian communities, the changes which occur in the transition of people from rural to urban surroundings and to gain some proficiency in predicting those changes which may or "ought" to occur in Canadian society. This socio-cultural dynamics approach to Canadian society will entail historical, present and future considerations of Canada.

### 2. Personnel

SURT Members: R.W. Lamb, T. Rankel, J.P. Seward, D. Truss, T. Aoki, R.H. Sabey

The make-up of the project personnel reflects the feeling that in a study of urban-rural movement there should be persons who are acquainted with the life styles of communities of various sizes. The project team also reflects a feeling that personnel should be representative of the various components of the educational enterprise. There are thus teachers, university personnel and administrators.

Mr. R. W. Lamb and Mr. A. G. Rankel are teachers from the Edmonton system. These people teach at the M. E. LaZerte High School. Mr. J. P. Seward is a teacher at Westlock High School and Dr. D. Truss is a teacher at Cremona High

School. Dr. T. Aoki is an Associate Professor of Education specializing in Curriculum and Instruction in Social Studies at the University of Alberta. Dr. R. H. Sabey is an administrator with PROJECT CANADA WEST.

SURT Consultants: Dr. F. L. Brissey and Dr. F. J. Hills

Consultants to the project include Drs. F. L. Brissey and F. J. Hills from the University of British Columbmia. These men have contributed through their discussion related to organization theory and communication theory. In our discussions with Drs. Brissey and Hills, they urged us to question rigorously what they consider is a crucial and central appraisive question: What is it that SURT wants?

Further, they contributed greatly to our understanding of inquiry in the social sciences. By the process of Designative Inquiry, we attempt to reduce the basic uncertainty we face much of the time. By the process of Appraisive Inquiry we attempt to establish a hierarchy of goals through extensive use of the question - "Is that what we want?". By the process of Prescriptive Inquiry we attempt to bring about what ought to be. Through familiarization we should be able to say what we mean and mean what we say, therefore minimizing communication breakdown and reinforcing communication benefits.

M. G. Gregoret, an anthropologist and a C.B.C. producer, has contributed knowledge relative to the use of the film in studying an isolated community. His film, Trout Lake Cree, may serve as a model for future development in ethnographic film material in the project.

Additional consultation has been received through attendance at seminars and conventions. Team members attended the American Anthropology Association Convention at San Diego and an Ethnographic Film Seminar held at Temple University.

The Temple University Fourth Annual Anthropological and Documentary Film Conference held on March 10 - 13, 1971, was structured around the problems of controlling recorded light and sound, both in obtaining records and reproducing them for viewing and listening. A report of this conference is found in Appendix D. An additional source of information for the team was a variety of books. The bibliography in Appendix E represents those books most germane to this project.

## II. Statement of Problem

What is the central goal of SURT?

In this connection, we deem it necessary that we untangle first of all the jargon that obscure thought - particularly group thought - by explicating the oft-used terms: "curriculum", "curriculum development", "curriculum materials" and other related terms.

In our sub-project, the above terms are defined as follows:

curriculum - a set of intended learning outcomes selected from disciplined and non-disciplined domains of cultural content.

curriculum development - refers to the processes entailed in the construction of a set of intended learning outcomes.

curriculum materials - materials used by curriculum developers in the development of a set of intended learning outcomes.

instructional materials - display materials containing instrumental content used in the instructional process in which the crucial interaction is between students and the instructional materials displayed. Instructional content is conceptualized as "stuff to teach with" rather than as "stuff to teach" (A. Foshay, "A Modest Proposal for the Improvement of Instruction" in ASCD. What

are the Sources of the Curriculum? Wash: The Association, 1962). Instructional plan or program of study is a plan for instruction. As a plan for instruction it includes three components: (1) a set of intended learning outcomes (curriculum), (2) instrumental content and displays (instructional materials), (3) strategies of teaching.

We may respond to the question: "What is it that SURT wants?". The central goal of SURT is the development of an Instructional Plan (a program of study) dealing with selected concepts concerning rural-urban transition. The construction of such an instructional plan entails:

A. The identification and development of three components:
   1. A set of intended learning outcomes (curriculum).
   2. Instrumental content and displays (instructional materials).
   3. Strategies of teaching.

B. Demonstration of a functional relationship amongst the components:

Formative evaluation of the plans, i.e., testing for internal consistency among the components as suggested by Michael Scriven is being considered as an appropriate mode of evaluation during the construction phase of this instructional plan.

The target referent for the instructional plan are Canadian Grade X and XI students. The plan is conceived as a unit of study covering a time period of 2 - 3 months.

The major output of this project therefore will be an instructional plan suitable for use at the Grades X and XI levels. An attempt will be made to make the plan flexible so that it may be used as the basis for an eight week program or may be expanded to fill the needs of a program planned for a longer period of time.

There are three major stages in the development of this plan.

STAGE I - Examination of curriculum material for the purpose of developing a conceptual base from which intended learning outcomes will be formulated.

STAGE II - The development of instructional material as it is related to Stage I.

STAGE III- The development of teaching strategies to be associated with the instructional material.

This present report is primarily concerned with a discussion of Stage I which has been completed during the past year. In discussing the development of a conceptual base and reporting on the research and related reading this report will present a variety of alternate conceptual frameworks and suggested methods of studying rural-urban transition. There will, however, be a single conceptual framework and method selected by this project for the development of the instructional plan. Those conceptual frameworks and methods presented in this paper but not selected for use in the development of curriculum material may be of benefit to teachers and others who may wish to study the urban-rural transition from a viewpoint different from the one chosen by the present project personnel. These frameworks are found in Appendix F.

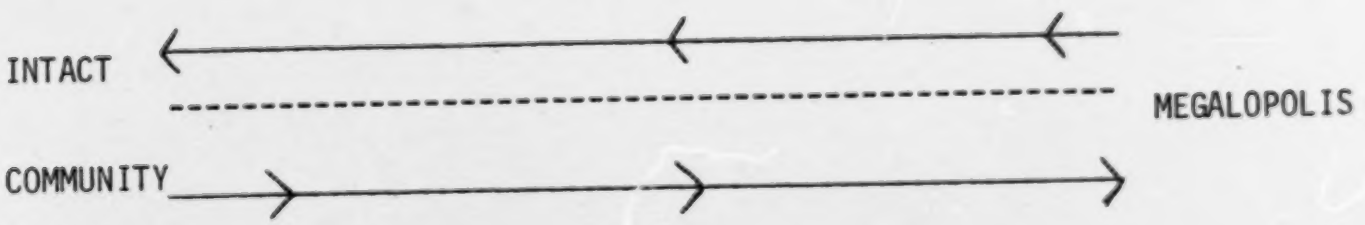
## The Problem of Formulating the Conceptual Base for the Study of Rural-Urban Transition

The three important concepts guiding this research are: systems, variation and tradition. Each community will be observed (a) as a complete system, (b) with a view to identifying the variations of the cultural components within the system and (c) with a view to identifying those patterns of behavior that appear to be most static and regular. In observing a community, it will be necessary

to identify the boundaries of the system and to establish the openess or closedness of the boundaries. Within the boundaries, it will be necessary to identify and examine the variations in behavior which occur. The variation may be associated with societal roles, e.g. male and female or it may be associated with permissive variation between peers. In addition to the varieties of behavior which are observed, it will be also necessary to observe those behaviors which appear to be traditional and static. These behaviors would be those that appear to maintain a regularity in time, space and persons.

The basic research problem becomes: What does one need to know about a community to live successfully as a citizen in that community? And how does a person adapt to successful living in a different community? This question is one that is faced by most people who migrate from rural Canada to urban Canada or from urban Canada to rural Canada. It is the purpose of this report to investigate a number of suggested answers to the question. In a sense, the question posed calls for a study of urbanization - if urbanization may be defined as a process of population concentration. This definition does not fully encompass the ideas inherent in this project. Perhaps urbanization is thought of more as people in transition. It is the emphasis upon the "social dynamics" of people which is desired.

Urbanization in this report may be characterized by a continuum which proceeds from an intact community to a megalopolis and upon which movement is in two directions:




Urbanization is defined as a process of population migration. It proceeds in

two ways: The multiplication of points of concentration and the increase in the size of existing concentrations. Urbanization is the change from an intact community to a conglomerate of many communities and social organizations. Urbanization is also the process of individuals moving from an intact community to the larger concentration of people - the city. A continuum of the degrees of urbanization may begin with a small intact community and move through communities of larger sizes to the megalopolis. Urbanization is also the movement of people from a megalopolis to a smaller community.

<u>The small intact community is one in which:</u>

1. There is "distinctiveness" - Where the community begins and ends is apparent to the outside observer and is expressed in the "group consciousness" of the people of the community.
2. The size is such that it can easily be a unit of personal observation.
3. There is homogeneity. Activities and states of mind are much alike for all persons in corresponding sex and age positions. There is a tendency for the career of one generation to repeat the career of the preceding generation.
4. There is self-sufficiency. The community provides for all or most of the activities and needs of the people in it.

<u>The Megalopolis is Characterized by</u>:

1. Many of the population being released from the role of primary producers of goods.
2. Mutual aid and cooperative enterprise, i.e. a formalized division of labor.
3. A preponderance of technology.
4. A tendency for one generation to enter careers of a different social order than the previous generation.

5. A lack of group consciousness as applied to the city as a whole.
6. A concentration of many communities or social structures within the boundaries of the city.

It is recognized that the "ideal" intact community is of interest only for theoretical purposes. Indeed it is unlikely that we could find a community in Canada which meets the criteria as set out.

The foregoing continuum is not viewed as uni-directional! Urbanization as defined in this project is the growth of a community or the movement of people from one community to another. The movement of people from the core city to the suburbs would thus be viewed as one form of urbanization.

In effect we are speaking of urbanization from the viewpoint of socialization. What types of socialization are needed when a person finds changes in his current community or when he moves to a new community?

In one sense urbanization may be viewed as a change in an existing community. An increase in population density or a change in social class structure, politics, educational organizations, technology or a host of other cultural variables may vitally alter the characteristics of a community. When these changes occur it is necessary for the residents of the community to re-socialize or adapt as social entities in the new culture of the community.

In another sense urbanization may be viewed as migration. The migration from one point on the urban continuum to another point is perhaps the greatest continuing process of socialization in Canada. The many people who have been socialized to one set of cultural patterns, including the values, abilities, knowledge and motivations necessary and appropriate for membership in their society, but are at an increasing rate finding themselves in another society

which asks for different behavior and values for membership. A move from one point on the urban continuum to another point demands that new styles of life be learned. What we wish to examine is the socialization of Canadians who are mobile with respect to the rural-urban continuum. In SURT, we are not interested in focussing on size nor proportion, although size may serve as a criterion for selecting the variety of displays (our communities varying in size). We are not so much interested in urbanization as we are, at least in part, in urbanism or more accurately in complexions of urbanism ("urbanism" defined at least for the moment as a way of life in a city).

We are more moved to be concerned that students look at elaborating socio-cultural systems whose variance may well be in the character of their organization. It is suggested that in an elaborating social organization, the dynamic relationships of the components (which themselves are elaborating subsystems) are found in the on-going communicative network. (Note: in a "mechanistic organization", the linkage is in "energy"; in an "elaborating social organization", the linkage is in "communication".) The variance between or among displays (i.e., variance among communities) we feel lie in the complexion of this communication network .. a network of signs and symbols. This network should be seen in terms of the dynamics within and without (systemic openness).

What does this suggest?

The above suggests that we may be interested in the following kinds of things:
(1) We may be interested in interpersonal perceptions: e.g., how rural Joe

and rural Sally perceive a variety of communities (their own included); how urban John perceives a variety of communities, etc.

(2) We may be interested in what rural Joe and urban John value in a variety of communities.

(3) We may be interested in what Joe and John have done or do in order to operationalize their wants.

(4) We may be interested in contacts (symbolic interaction) of rural Joe with urban John, etc.

If ideas such as the above (after rigorous working over) are translated into intended learning outcomes, then we will be better informed about what instrumental content (imbedded in media displays) we need to develop in order to have the kind of student-display transaction we want. The capacity to understand and to predict the concatenation of events of community living depends upon careful observation and upon theoretical speculation regarding the relations between events and properties observed.

The theoretical speculations which guides the development of this curriculum includes ideas from communication theory and social-cultural systems theory. It is intended that we regard rural and urban societies as socio-cultural systems. This implies that we attend to such things as:

(1) the quantity and variety of information stored in the system

(2) the structure of the communication networks

(3) the patterns of sub-systems within the whole

(4) the number, location and function of both positive and negative feedback loops

(5) the nature of the system memory facilities

(6) the nature of the operating rules or program determining the systems structure and behavior will be considered in observing and analyzing the communities selected.

## III. Rationale For Selection and Development of Project SURT

In this section are essentially two basic questions:

1. What is the rationale for the selection of the chosen topic? and

2. Of what value to Canadian society is the "instructional material?"

If we were to examine question 2. first, we are led to ask the relevance of the question to our task. It may well be that the question is already answered in Canadian Studies statements, in which case it may be redundant. To the sub-project, it seems that the more relevant question is, "Of what value to Canadian students will this instructional plan be?".

### RATIONALE FOR SELECTION OF RESEARCH TOPIC

The new Canadian urbanman is often quite different from the Canadian urbanman of long standing and tradition. The new urbanman is often directly from non-urban Canada, or he is the first generation urbanman. What problems does he face? Are these problems which may be faced by any Canadian who finds himself in a new environment? - the Quebecois in Toronto? The Cape Bretoner in Halifax? The Newfoundlander in Toronto? The man from Cadotte Lake in Edmonton? The man from Dipper in Saskatoon?

Does the new urbanman become alienated from his new environment? If so, why? Is it because he fails to understand the new system? The new environment? Is it a confrontation between old ways and new ways which baffles him? Is it that the degree of pessimism, despair and uncertainty in urbanland differs from

that in his old environment? Is it the differences in the division of labor from one society to another? The differences in historical philosophy and traditions? Social contacts? The detachment from nature? The preponderance of technology? The complexity of social institutions?

The loss of community identity in which an individual fits into an intact community as opposed to the fitting into the fragmented community of an urban setting may also be a major problem for our new urbanman. In the more traditional community, the social, legal, religious, economic and other institutions are generally comprised of the same individuals. In the urban setting there is usually a distinctly different set of individuals who perform the roles in each of the above institutions. Thus, our new urbanman must identify with a variety of community segments - the economic - the social - the religious, etc. which are composed of a variety of human beings. He must become acquainted with an increasingly large number of individuals. He must differentiate between those individuals who are part of his social community and those who are mere passers-by who incidentally occupy an adjoining part of the environment.

It is the above questions and statements which are of interest in this curriculum project. It is anticipated that these questions can be examined through the use of media as a documentary device which presents phenomenon and events as raw material for student inquiry. The inclusion of material which reflects the major cultural components necessary for successful socialization will be the goal of this curriculum development project.

The material to be developed does not seek to present any particular socio-culture system in a pejorative manner. Rather we seek to provide for an exploration of values by the students. The free examination of alternatives

and the skills necessary for this examination will be included. There will be no urge for consensus and personal differences will remain. Through the process of examining, analyzing, comparing and appreciating different values inherent in different socio-culture systems in Canada, it is anticipated that the students will develop a basic respect for points of view different from his own. We seek not to develop conformity but to liberate individuality which must include the right for other individuals to live according to his own convictions within the legal framework of Canada.

We are told that Canada's population is rapidly becoming urbanized and concentrating in urban areas. Between 1871 and 1971, the proportion of Canada's population residing in urban areas increased from 20 per cent to 80 per cent. In addition to the trend toward urban living, there is also a distinct trend towards greater mobility between urban centers in Canada. Within the framework of this present study, both of these trends are included.

The study of urban Canada differs from the study of urban United States in many important ways. The accumulated research on American cities and the curriculum material based upon this research does give some insight into some Canadian problems. But it is the differences in urban Canada and urban U.S.A. based upon ethnic origins, institutional patterns, history and general life style which makes it necessary to develop Canadian material for purposes of studying Canadian urbanization.

The inner city problems in U.S.A. and their close association with negro ghettoes are not of primary importance to the study of Canadian urbanization. The urban renewal schemes and the social and educational panaceas proffered for U.S. cities are of necessity different from those needed in Canadian cities. The

very magnitude of New York city presents problems which Canada will not face, if at all, for many decades.

Political influence on city planning, development and programs differs greatly from Canada to the U.S.A. The preponderance of the federal government in most urban programs in the U.S.A. is notably absent in Canada. The constitutional power of Canada's provincial governments in their control of city governments, boundaries, fiscal and educational policies is notably absent in U.S.A. cities. The cities in the U.S.A. develop much more closely along the lines decided upon by the municipal government. Canadian cities are to a greater degree controlled by provincial planning boards.

In essence, Canadian cities and the pattern of urbanization differs to a high degree from those in the U.S.A. This fact also contributed to the choice of the study of the rural-urban transition in Canada for this project. It is imperative to the understanding of Canadian urbanization that material be based upon the Canadian life style rather than the American life style.

In light of the centrality of the term "topic", the question of concern can be put as follows: "What is the rationale for the selection of the chosen topic?"

The team has found that the PCW's umbrella term "urbanization" is not a theoretical construct (i.e., a type of concept which enters into an explanatory system). We agree with R. Adams that "urbanization" is best thought of as a <u>field</u> - in much the same way as "education" is typically considered a field of study. Thus, we recognize that "urbanization" can be viewed in a variety of ways. Typically it is conceptualized in terms of movement of people from <u>rural</u> to <u>urban</u> communities.

We have selected from this major field the topic "rural-urban transition", although one of the major social phenomena in Canada has been and is the rapid pace of rural-urban movement of our population. SURT's concern is not so much with a statistical study of demographic distribution over a period of time, nor to causes of rural-urban transition of population, nor necessarily to physical movement from one type of community to another. SURT's concern is with the social-cultural dimensions of selected Canadians involved in rural-urban transition.

Typically, "rural-urban movement" is perceived in a uni-directional manner, i.e., movement from rural to urban centers. Although SURT recognizes that this rural to urban centre has been a prominent trend over past decades, it appreciates the possibility of the reverse urban to rural movement. Thus, the topic "rural-urban transition" is conceptualized as at least a two dimensional process.

The team examined the concept of "topic" and agrees with J. Goodlad that although it assists in marking out a field, it does not provide an organizing focus. For instance, "rural-urban transition" does not operate as a criterion in the selection of intended learning outcomes. Hence, it was found necessary that SURT impose upon the term "rural-urban transition", our own perspective. We selected the socio-cultural perspective for it was felt that this perspective offered us the best opportunity to focus directly on human concerns.

## IV. Related Readings, Research Findings and Alternate Approaches to the Study of Rural-Urban Transition

As stated in section III of this report, this team has selected the socio-cultural dynamics approach to investigating the topic of SURT, developing curriculum, guiding the development of instructional material and subsequent teaching strategies. It is recognized that a variety of other approaches do exist. Some

approaches exist within the isolation of a specific discipline while other approaches are multi-disciplinary or inter-disciplinary in nature. The socio-cultural dynamics approach is one which transcends and includes many salient features of alternate models but places the theoretical emphasis upon a cybernetic-communication's model. A total of ten alternate approaches to the selected topic will be presented in Appendix F of the report.

The major purpose for presenting these alternate approaches is to identify and discuss approaches which may be considered by teachers who desire to develop instructional materials different from those associated with the socio-cultural dynamics approach.

A. A Socio-Cultural Dynamics Approach

Three important concepts in discussing problems of the urban-rural transition are: systems, variation and traditions. These three variables are interdependent and the interaction among them will vary as a function of the magnitude of the organization being studied.

The concept, system, implies a functionalist approach in that it regards any behavior or institution in terms of its role in a system. In another sense, the idea of system is that of patterning and structuring, as in the social organization of people. The concept of an open system implies that survival of the system is contingent upon omnipresent change. The avenue to survival and stability under changing conditions is the continual evolvement of new structures and behavior. The key to survival of the open system is a communication network that contains or acquires information that makes learning and innovating behavior possible. There must be opportunity not only for role taking (the

ability to fit into normative established positions within the system), but for role-making (the ability to "re-program", acquire rules of behavior and instructions regarding internal mechanisms and processes which will result in performance identified as learning, problem-solving and innovating) (Cadwallader, 1966). It is this concept of an open system which is important to the study of rural-urban transition.

Another major concept is variation. Behavior varies from one system to another. This is the cornerstone of the comparative method employed in the study of the urban-rural transition. Behavior also varies within a given system. This is the cornerstone of a statistical and probabalistic approach. It is the identification of the diverse behaviors between and within systems which is of interest to project SURT. The variations of human values and belief systems between and within the systems identified is also of interest.

A third interest is the concept of traditions. There are those behaviors that maintain a regularity in time and/or in space. Many people on the urban-rural continuum behave in regularly comparable ways. An interest in those traditions which are uniquely Canadian for reasons of history is of importance to project SURT. To identify tradition present at all levels of the urban-rural continuum provides for a more complete comparison between systems than does the identification only of diverse behaviors.

Other concepts necessary to the study of the urban-rural transition includes: innovation, values, belief systems, social communication, role-taking, role-making, social migration, cybernetics, interaction, synchronous programming, feedback, significant symbols, kinesics, symbolic sources, genetic programming, culture, designative, appraisive and prescriptive. These concepts will be dis-

cussed and an attempt made to organize them in a manner which will provide an heuristic model for the study, comparison and constructing of life in various size communities on the urban-rural continuum.

Innovation may be viewed as a process of creatively re-organizing and re-combining ideas provided by one's culture. Barnett (Barnett 1954) states that men are highly innovative creatures, organizing and reorganizing their field of experiences at every moment. Innovation or inventions may take place: by stimulus diffusion, mistakes in the identification, analysis and synthesis of information, the loss of information (forgetting) about the past and countermanding the freezing process, and conscious attempts to formulate new relationships between existing materials. Of interest also is Barnett's statement that it is often the "marginal man"; the person unfamiliar with a particular social system or one who opposes the existing social system who is successful in bringing about innovations. Another condition contributing to innovation is the amount of information available to an innovator. The communication overload in cities will be discussed later and will be seen to be related to the phenomen of innovation.

Values and belief systems refer to the conceived likes and dislikes of a person or of a group of people. These stated values indicate the preferred way of living. These concepts refer to the "ideal" state as opposed to the "real" state. Recognizing that although there is often congruence in veridical statements of values and actual behavior such may not be the case. It thus becomes important to identify the "ideal" world of conceived values as well as the "real" world of operative values. This implies that a study of the urban-rural transition cannot rely entirely upon the self reports of the participants in the process but must also investigate actual behaviors through the media of

observers. (Morris 1964, Rokeach 1960, Bettinghaus 1966) - Differences in belief systems affect communications.

Social communication encompass all interaction which an individual has with other people, events and places within the system. It is the process employed by individuals for the purpose of making predictions relative to the behavior of other people, and of events and places. The major contribution is knowledge of the composition and workings of his social system and the ability to predict how members of that social system will behave in a given situation (Berlo 1960). It may be said then that social communication produces the necessary condition for a social system and that a social system once developed influences the communication of its members. The size of the social system influences the frequency of messages, the direction of messages and the nature of the messages. Karl W. Deutsch (Deutsch 1966) views any metropolis as a huge engine of communication and indicates that the size of a metropolis is limited by the availability of communication facilities. The essential performance of the metropolis then is in the enhancement of the range and number of communication choices. People come to large cities because they find a wider range of communication choices. As a city grows these choices may provide an information overload. This may explain the city dweller craving for privacy while the villager engages in gossip.

The concept of the role-taking refers to the idea that a society is composed of a variety of discrete role positions with normative behavior attached to each role. Movement within the society consists of learning the attributes of a particular role - father, doctor, plumber, etc. and settling into the normative behavior pattern associated with the role.

Role-making, on the other hand refers to synchronous programming of a person to fit into roles which have not yet been identified. This idea is associated with the system being in a constant state of flux and the survival of the system being dependent upon a constant emergence of new roles, behaviors and structures.

Feedback refers to that information which emanates as a result of some behavior by a part of the social system. This feedback is necessary to the synchronous programming associated with role-making.

The above pre-supposes a cybernetic model of a social system which would focus attention on such things as the following: (1) the quantity and variety of information stored in the system, (2) the structure of the communication network, (3) the pattern of the subsystems within the whole, (4) the number, location, and function of negative feedback loops in the system, (5) the nature of the systems memory facility and (6) the operating rules, or program determining the systems structure and behavior (Cadwallader, 1966). Within the context of this cybernetic model, Cadwallader suggested a few cybernetic propositions with regard to determining the innovative processes in a complex communication system: (1) the rate of innovation is a function of the variety and quantity of information

(2) a facility or rule for forgetting or disrupting organizing patterns of a high probability must be present

(3) the rate of change in the system will increase as the rate of change in the environment increases.

All of the above presupposes a communication network. Within this network, the concept of significant symbols, i.e., words, gestures, drawings - anything that is disengaged from its mere actuality and used to impose meaning upon ex-

perience (Geertz 1968) is important. This concept implies a rigorous study of communication as advised by G. H. Mead, C. Morris, et al. It also implies a study of the science of kinesics or body language, gestures, etc., as discussed by R. L. Birdwhistell. These components of the communication act seem important to the study of a constantly changing social system since they are the mediators of these changes.

A major concept to be included is that of culture. The concept may be viewed as the accumulated totality of symbolic patterns (Geertz) or it may be viewed in many other ways.

To discuss the above concepts within a system, it appears important that the terms designative, appraisive and prescriptive as related by Morris (1964) be included as organizing concepts. Designative refers to what is, appraisive to what ought to be, and prescriptive to how to bring what ought to be to what is.

Individuals:

| STATE | Designative | Appraisive | Prescriptive |
|---|---|---|---|
| ACTION | Perceptual | Consummatory | Manipulatory |
| VALUE | Detachment | Dependence | Dominance |

A MODEL FOR INQUIRY INTO SOCIAL SYSTEMS

| Designative State | Appraisive State | Prescriptive |
|---|---|---|
| postulates - broadly generalized proposal of the "ideal state"<br>Belief system<br>values<br>communication network<br>Normative roles<br>Behavior patterns<br>Significant symbols | postulates - preferred states of de real state<br>Dependence upon innovation for stability of system<br>social communication | synchronous programming<br>feedback<br>cybernetic model<br>communication model |

This model assists in the examination of change within the society; Such things as technological change, population change, ecological change, social change and individual change. Through the use of the above conceptual model one can explain much that has happened in the past, what is presently happening and what may happen in the future. The designative postulates examined reflect many of the happenings of the past. The appraisive postulates examine the values, desires and preferences of today's people. And the concept of synchronous programming explains the manipulation of the social system which is necessary and sufficient to transform "what is" to "what ought to be".

B. The Social Cultural Dynamic Model Relative to the other Models Presented

SURT recognizes that the segment entitled "rural-urban transition" selected from the larger field of "urbanization" is a topic. Acknowledging that a topic could be examined for a variety of perspectives, SURT committed itself to the examination of "rural-urban transition" in terms of the dynamic process of socio-cultural change. The referent of the curricular content is the "socio-cultural system".

In conceptualizing "socio-cultural system", we recognize the crucial distinction that needs to be made in the character of the dynamism between closed and open systems. Essentially, a closed system is entropic, i.e., its organization changes toward disorganization when it reaches its appraisive state (equilibrium). In contrast, an open system is characterized by negative entropy (negentropic), i.e., its organization is maintained and/or elaborated in its prescriptive activities. In fact, the system's main features lie in the process of ongoing interaction between the system and its effective environment characterized by its variety and its constraints.

Here, we need to distinguish between organismic systems and complex elaborating systems, both of which are characterized by their openness. In an organismic system, its dynamics are governed in the main by genetic control mechanisms (self-regulated genetically), and hence, organismic change is phylogenetic. In a complex elaborating system (e.g., socio-cultural system), its dynamics are governed not only by genetic control mechanisms but also by non-genetic control mechanisms that allow for self-direction as well as for self-regulation. Hence, socio-cultural change is to a large extent ontogenetic. It is recognized that in the latter type of system, as complexity increases, there is increasing weighting of the non-genetic kind of control mechanisms in operation.

In examining socio-cultural systems (e.g., a town in transition) we agree with S. F. Nadel who in The Theory of Social Structure states that:

..."it seems impossible to speak of social structure in the singular. Analysis in terms of structure is incapable of presenting whole societies; nor, which means the same, can any society be said to exhibit an embracing, coherent structure as we understand the term. There are always cleavages, dissociations, enclaves, so that any description alleged to present a single structure will in fact present only a fragmentary or one-sided picture."

Nadel's concept of society as an open system fits with Allport's concept of personality as an open system. He states:
"Personality as a total functioning structure... has structure but also unstructure, function but also malfunction."

In fact, the understanding of a dynamic socio-cultural system lies not in the structure based question: How does structure affect, determine, channel actions and interactions? but rather on the question: How is structure created, maintained and recreated?

The unit of dynamic analysis thus becomes the systemic matrix of interacting, goal-seeking, deciding individuals and sub-groups. Seen in this light, society becomes a continuing morphological process, through which we may come to understand in a unified conceptual manner the development of structures, their maintenance and their change. And it is important to recognize that out of this matrix is generated, not only social structure, but also personality structure and meaning structure. We in SURT selected the socio-cultural dynamic model as the one which best allows us to construct an instructional plan to examine rural-urban transition. We believe that the implementation of the instructional plan will enable students (1) to examine socio-cultural change phenomenon in light of the model, and (2) to guide their designative and appraisive and prescriptive activities involved in their attempts to cope with selected social problems.

## V. Instructional Planning

### A. Intended Learning Outcomes of This Curriculum

Criteria for the Selection of Curriculum Items (ILO's).

To provide guidelines for the selection of curriculum items, SURT has tentatively set up a set of criteria, which are subject to revision as they will be tested for their usefulness.

SURT wants the curriculum items selected for the project to reflect accurately the socio-cultural dynamic model postulated as the team's focal sign within the cultural content. This criterion of "accurate reflection of the basic model" insists that the concepts selected be components of the socio-cultural model, that the selected concepts reflect the supra and subordination of concepts embedded in the model, that the significance of the concepts selected be demonstrated in the network of relations among the concepts, and that the concepts selected reflect the totality of the process embedded in the socio-cultural dynamic model.

The purpose of teaching is to modify pupil behavior. This need not be construed as being a Pygmalion type of exercise which is aimed at producing shiny new models or replicas of what educators seem to be "good people". It can mean that behavior of pupils is modified to the point where they are non-conformists, rebellious, uncertain and critical of the model of man held by their teachers. Whatever the outcome, it must be recognized that teaching is performed for the purpose of changing pupil behavior.

The material resulting from the research described in the first parts of this proposal will be organized into instructional material comprised of: films, games,

tapes and written material. This instructional material will be used to alter the behavior of the children who are exposed to it. The material will not, however, be suitable for the inculcation of "right" or "correct" life styles. No life style will be shown as superior to any other life style. The assignment of preferences to life styles will be up to the students after they obtain the necessary information and justification of these preferences. Specifically, SURT is designed to present the following concepts: These concepts and the behavioral changes are the Intended Learning Outcomes of this material.

a. Human behavior varies according to the cultural milieu in which the humans live.
b. Human behavior can only be considered within the cultural context. The "rightness" or "wrongness" of human behavior is dependent upon the cultural context.
c. As humans live in the various cultural contexts of the rural-urban continuum, their expected behavior varies.
d. All cultural variables must be considered when examining human behavior.
e. The pluralism of cultures and values should be recognized, understood and tolerated.
f. Successful transition from one culture to another is contingent upon the recognition, understanding and acceptance of the cultural ways and values of the newly encountered culture.
g. In all cultures there is an "ideal" and a "real" culture.
h. Cultures are dynamic and cannot be viewed as being static.
i. In all cultures humans must be prepared to live with uncertainty due to cultural dynamics and to lack of information.

The major pupil behavioral changes which it is anticipated will be associated with this curriculum material are:

A. Procedural values. The pupils will develop a preference for a problem solving approach as outlined:

1. Be able to recognize a problem
2. Be able to describe the problem in terms of who has the problem with respect to who or what
3. Be able to invent heuristic devices or hypotheses which may explain the problem
4. Be able to collect information which has a bearing upon the hypothesized relationship
5. Be able to recognize the tentativeness of their findings
6. Be able to develop open minds which are constantly open to inquiry
7. Be able to view problems from their own point of view and to be able to understand that the viewpoint of others exists
8. Be able to live successfully in the world of uncertainty which they discover

B. Attitudinal Changes. There will be changes in such dimensions as:

1. Authoritarian attitude as measured by an instrument such as the Adorno F scale.
2. Social insight as measure by an instrument such as the Chopin Social Insight Scale.
3. Tolerance of non-conformists as measured by an instrument such as Stauffer's Willingness to Tolerate Non-conformists Scale.
4. Social participation as measured by an instrument such as Chopin's Social Participation Scale.

5. Social distance as measured by the Boyordus Social Distance Scale.
6. Group Cooperation as measured by an instrument such as Hemphills Index of Group Dimension.
7. Community Attitude as measured by an instrument such as the Busworth Community Attitude Scale.

Further, SURT wants the decision with regard to the degree of complexity of the component concepts and their relationships to be governed to some extent (a) by teacher familiarity in the socio-cultural conceptual model, and (b) by the level of student competence in coping with the concepts and their relationships.

Still further, SURT wants the emphasis on the model and the degree of complexity to be general, in part, by the requirement dictated by the social problem which presumably will initiate inquiry. It is felt that the nature of the problem will indicate, in the first instance, the pertinence of the socio-cultural model, and in the second instance, the locus of emphasis and the degree of complexity of the conceptual scheme of the model.

It is recognized by the team that the mere listing of curriculum items will not assist the team in its tasks involved in instructional planning. These selected items will need to be ordered.

It is expected that as the team becomes actively engaged in the compilation of the curriculum items, there will be need to attend to the logical and pedagogical criteria that will aid the team in constructing a matrix of curriculum items (i.e., an organization of I.L.O.'s).

C. Plans For Development of Instructional Materials

The material developed by SURT should include:

A. Audio tapes of:

1. conversations between students in other communities on the continuum discussing their likes and dislikes.
2. music played and listened to by students in other communities.

B. Video tapes of:

1. drama performed by students in other communities
2. activities by students in other communities
3. art and sculpture by students in other communities.

C. Film strips, loops or slides of:

1. specific activities in other communities
2. geographical features and economic activities of other communities.

D. Feature film of:

1. lifestyle in another community. i.e. Ethnographic film: The Trout Lake Cree by Gene Gregoret.
2. real life movement on the rural-urban continuum. i.e. Going Down the Road.

E. Written material of:

1. poetry
2. short stories
3. descriptions of life style in other communities
4. investigations by other O.I.S.E. and Project Canada West Teams.
   i.e. Indians-Canadians: Plus or Minus.
   i.e. an account of the purchase of an artificial kidney machine by means of donations for a member of a particular community on the rural-urban continuum.

SUGGESTED MEDIA DEVELOPMENT

Stage One:

Aim; to determine the feasibility of collection methods by which teachers and students can gather portable data from local projects, and to develop a methodology in this area for the average classroom teacher.

Equipment:

Available: two 35 mm. cameras, two 8 mm. movie cameras, one 8 mm. movie projector, film strip printer, 8 mm. developing tank, two portable recorders, one Phillips 4 track recorder, dark room and recording equipment, dual 8 film editor.

Purchased for project: one exposure meter, one slide projector (Carousel).

This stage one equipment enables us to make slides and film strips and movie films, putting with them taped commentaries and portions of interview material.

Stage Two, which should be reached during 1972, will put us into super 8 movie with sound track on film, and slides with synchronized tapes. This material is easily duplicated and should be portable.

We would suggest the use of a half-frame 35 mm. camera to produce sets of film strips with accompanying casette sound recordings.

D. Possible Teaching Strategies

On the basis of the investigation of different communities on the rural-urban continuum by the students in the different communities, specific cultural traits would be located. This location of cultural traits in each cultural area would facilitate:

A. the comparison of cultural areas to determine the presence or absence of similar traits in the students own community. (on the rural-urban continuum in Canada, all the traits would exist, but some would be more dominant in some communities than in others.)

B. the reconstruction of the history of the cultural area to determine why there is an absence or presence of certain traits.

C. the tracing of the cultural traits throughout Canada.

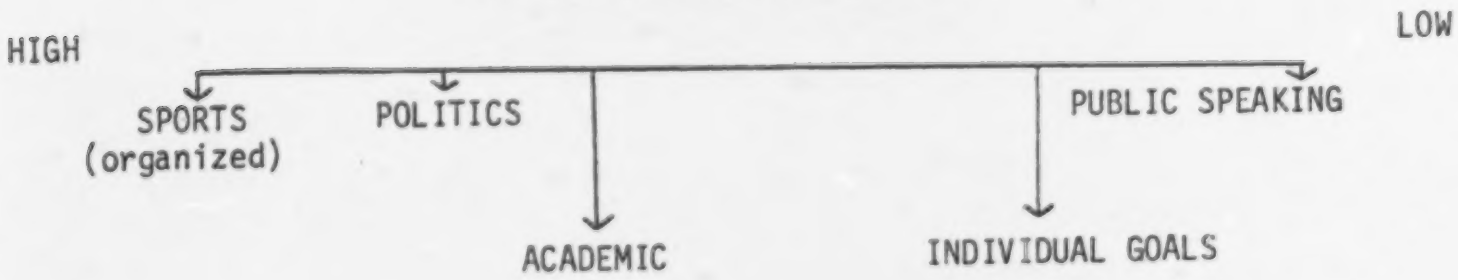
A sociological concept may be used to illustrate the process of investigation. In each community on the rural-urban continuum in Canada, the social structure provides the members of its society the means of and recognition of achievement which is necessary to every human.

In each cultural area (i.e. classrooms) the means achieving recognition in that particular size of community on the rural-urban continuum could be established by a written questionnaire and a statistical analysis by students in groups of two or three. The analysis of the information could be illustrated by the students to the rest of the class on a transparency or on a wall chart produced by the students.

On the basis of the investigation of a larger rural-urban community the analysis would be:

<u>Achievement of Recognition Continuum</u>

<u>Larger Rural-Urban Community</u>



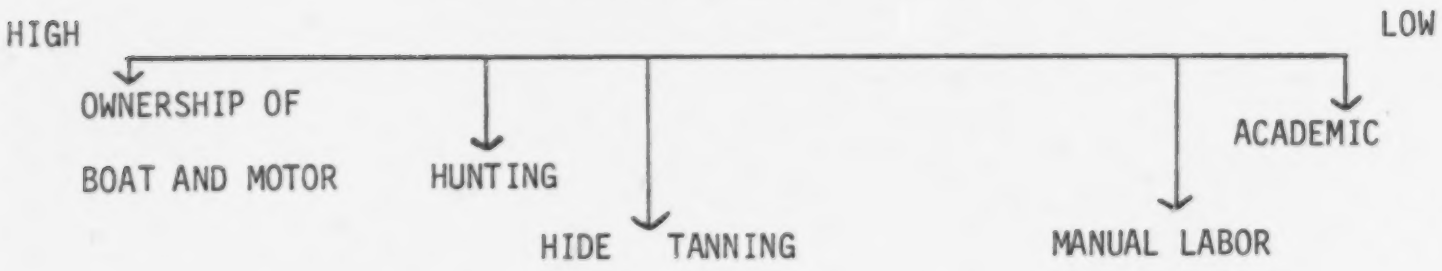
The guide to the Studies of Culture developed by SURT would provide the concepts (cultural traits) to be investigated. Any number of concepts for investigation could be chosen by the students according to their interest. The alternative to student choice of concepts would be teacher designation of study of those concepts which the teacher determined as most relevant or those which could best be investigated in that particular community.

Through inquiry the students would discover the designative aspects of their community (i.e. the "what is") and, with material developed by SURT, the designative aspects of other communities on the rural-urban continuum.

Through inquiry the students would find, for example, that achievement of recognition in Trout Lake is reached according to the following continuum which is significantly different from that of the larger rural-urban community.

Achievement of Recognition Continuum

Small Isolated Rural Community




Through this method of discovery, the students should become aware of the cultural differences throughout Canada as well as the differences on the rural-urban continuum and the reasons for these differences. This awareness should better prepare students to make the transition from one region of Canada to another as well as the transition from rural to urban or urban to rural.

It is not enough, however, to discover only the designative. The student must go further than that. After discovering the designative material, the student

should better be able to suggest the appraisive aspect (i.e. the "what ought to be") in terms of his/her values. Through further study of the academic disciplines of the social sciences the student should suggest the prescriptive aspect. (i.e. how to change the "what is" to the "what ought to be".)

## The Case Study in Social Studies

Case studies are investigations of selected institutions or social phenomenom. The objective of the investigations is to obtain information what may be validly applied to a generalized class of the institution or phenomena being studied.

Thus the study of selected Canadian communities within the theoretical framework of SURT will serve one and possibly two purposes.

First the material collected, and selected for inclusion in the instructional kit will be illustrative of specific communities. It is possible that information about the selected communities will be of interest to students in all parts of Canada. It will be of interest to those living in the communities because of a certain familiarity with the material. It may be of interest to students living in other regions of Canada because they desire to know how people live in the various regions of Canada.

Secondly, this material may be studied for the purposes of arriving at generalization application to the urban-rural transition in all parts of Canada. In order to justify the making of generalizations, it will be necessary however, for those studying the material to inquire into other regions of Canada from the same theoretical framework as was utilized in project SURT. The material will thus initiate a study of comparison and contrasts in Canadian communities. This may lead to an understanding of Canada's unity based upon her diversity.

## VI. Budget for 1971-72 Fiscal Year

| | |
|---|---|
| Released Time and Travel | $2,000 |
| Preparation of material | $7,000 |
| Total | $9,000 |

## VII. Evaluation of Team Development SURT

### A. Problems

1. Surt initiated by Dr. Sabey only and all other team members became interested later.
2. Group members initiated to SURT at different periods during the past year which meant a great deal of catch-up was necessary. This also meant that the degree of commitment to the project varied.
3. Inconsistent meeting dates and a lack of time due to previous commitments caused segmentation of the team.
4. The meetings of the team were somewhat chaotic due to the introduction of new material for discussion at each meeting.

### B. Results

1. The introduction of new material at each meeting made each member ask what is the meaning of SURT and therefore eventually brought about a synthesis.
2. As a result of synthesizing the information, the team members now understand what it is we are seeking basically.
3. At the two day session May 25 and 26, the degree of committment by all team members is established and the communication of ideas as well as the transfer of information is easily facilitated.

### C. Suggestions

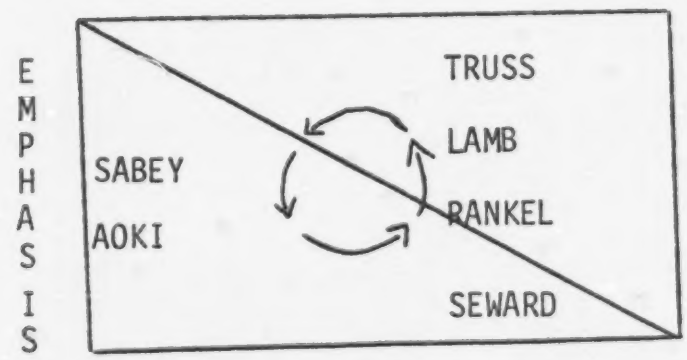
1. Establish over the summer, a well developed plan of activity for the time period September, 1971 to June 30, 1972.
2. Establish a meeting date once a month and have these meetings alternately in each of the centers involved. (Cremona, Edmonton, and Westlock)
3. Early in September hold a session at which our students' assistants are made acquainted specifically with our plan for Phase II of SURT.

4. The possible involvement of graduate students from the Faculty of Education in SURT to assist in the evaluation of the instrumental content the team is attempting to develop.

5. Distribution of all documents to boards and schools, Stolee, Jepson, County of Mountain View.

D. Deadends

1. Avoid team members joining team at different times as it takes too long to catch up and arrive at a point where transfer of information can be facilitated.
2. Avoid the lack of sessions on terminology which are very important for the communication of ideas.
3. The team looks at the personnel involved as contributing to SURT in specific ways.
   a. Dr. Sabey and Dr. Aoki facilitated the development of the team's socio-cultural dynamic model by providing the theoretical knowledge that the remaining team members would have been forced to gain from consultants and books.
   b. Truss, Lamb, Rankel and Seward will facilitate the application of the concepts in the socio-cultural dynamic model in the practical situation and Dr. Sabey and Dr. Aoki will assist in analysing that which is developed in the classroom.



c. This team make-up plus student involvement will provide the type of feedback which will facilitate the development of our instrumental content.

## VIII. Appendix

A. Cremona Study

B. Westlock Study

C. Edmonton Study

D. Report on the Temple University Fourth Annual Anthropological and Documentary Film Conference

E. Bibliography

F. Other Approaches to The Study of a Community

A Sociological Approach

A Geographic Approach

An Anthropological Approach

An Economics Approach

An Historical Approach

A Social Psychological Approach

An Human Ecology Approach

An Organic Approach

A Multi-Dimensional Approach

Appendix A

7 & 8 Geography Option

Project Canada West

Orientation of the Community with the Natural Environment

Topics:

Location: Topography, Water supplies, Vegetation, Soil Types, Climate, Geology, Wild-life

Method: Pictoral, Graph, Pamphlet, Maps, Records, Charts, Students' descriptions.

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Technological Aspects of Community

Topic:

Transportation

Method: Pictoral, Statistical (Road Usage), Graphic (Surface types)

Topic: Communication

Method: Statistical (AGT), Graphical (Transparency overlaps on circle graphs), Pictoral (Cremona Transport) (Loading Grain Cars, Pipe Line).

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Topic: Architecture

Method: Pictoral, Regulations from County Office.

---

Economic Aspects (Economic Cycle: Income and expenditure; Food gathering and preparation).

Topics: Agro-Industry

Industry

TOURIST INDUSTRY

Services (Public & Private)

Methods: Pictoral, Graphic, Sound Tapes, Charts (Transient Summer Workers)

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Political

Topics: Levels of government - local, county, provincial, federal

Method: Pictoral, interviews (tape,), charts and graphs, records, collection of pamphlets.

Legal System

Topics: County and Federal

Methods: Pictoral and interview, and written information.
Student reporting.

---

Religious Influences

DANGER HERE

Topics: Churches, Socio-religious interaction (Sunday games, T.V., Movie, Etc.)

---

Aesthetics

Topics: What is good? What is beautiful? What is desirable?

Method: Pictoral samples for comment - individual and group (Valuing!)

---

Recreational

Topics: Sports, Hobbies, Pastimes, General Interests in Leisure Time

Method: Sound Tapes, Pictoral, News Reports, Student Reporting.

---

Education

Topics: Public, Private, Formal, Informal

Method: Sound Tapes, Pictoral, Statistics Evaluation

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The Family

Topics: Family Units, Working Mothers, Following Father's Footsteps, Mothers out to work, and Mothers working

Method: Gathering information to identify trends

Social Interaction

Topics: Life cycles (annual & Personal, interdependence, social controls, discussion).

---

Method: in every case implies that individual students will write letters requesting information, and will take pictures and make tapes of the reality in their own community.

Value judgements are expected, and should, with this process, be based on some observable facts.

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History

Topic: The development of the society (a dig is proposed for the summer to investigate a site of tepee rings and an area in which the remains of trade goods and settlement have already been found).

# C L A S S  P R O J E C T

D. J. Canning - Teacher

Geography Group B - Option

Grades Seven and Eight

A major part of this years course is devoted to a community study as a pilot project for Project Canada West. This portion of the year's work was suggested to me by Dr. Don Truss, a fellow staff member and a member of Project Canada West. The Canada West people have graciously supplied us with monies for film and voice tapes with which to record our observations. All our findings will be recorded and sent to the County Office for future use by any interested parties.

Dr. Truss assisted me in organizing the content for this course and the following is a brief outline. The class has been divided into eleven groups (three to four students per group) with each group exploring a different aspect of our community life.

1. Orientation of the Community with its Natural Resources.

   Topics: Location, Topography, Water Supply, Vegetation, Soil Types, Climate, Geology, Wild Life.

2. Technological Aspects of Community.

   Topics: Communication. Transportation, Agriculture.

3. Economic Aspects: (income expenditure) (food getting-preparation).

   Topics: Agro-Industry, Industries, Services (public and private), Tourist.

4. Political

   Topics: Levels of Government - local, county, provincial, and federal

5. Legal Systems

   Topics: County, Provincial, Federal

6. Religious Influences

   Topics: Churches, socio-religious interaction.

   N.B. I am developing this topic myself as part of the course.

7. Aesthetics

   Topics: What is good? What is beautiful? What is desirable?

8. Recreational

   Topics: Sports, hobbies, pastimes, general interests in leisure time.

9. Education

   Topics: Public, private, formal, informal

10. The Family

    Topics: Family units, working mothers, following father's footsteps

11. Social Interaction

    Topics: Life Cycles (annual and personal)

    Interdependence (social controls)

The methods used to develop these topics vary greatly, although some remain constant throughout. The students have, are, and using the following vehicles: slide, snap and 8 mm. movie film; cassette and reel to reel tape recorders; written and oral questionaires; graphs; charts; pamphlets; maps; records; and student written descriptions, as well as personal interviews and invited guest lecturers.

The classes are held three times weekly from 2:30 to 3:10 P.M. on Monday, Wednesday and Friday.

To date we have been involved in organization and preparation of groups, the writing and mailing of letters, the gathering of information, making and presenting questionaires (recreation group) and conducting interviews. Constable

Stanley, Didsbury R.C.M.P., addressed the group in early November on the Federal legal system and duties of the R.C.M.P. On December 17 the Hon. Mr. Clark, Minister of Education will be in attendence to discuss education at the provincial level. Many other interviews and activities are in the planning stage at this time. As well, the students have been spending much out of school time attending meetings and functions of community organizations to better understand and gather information about our community.

As a class, we are currently involved with topographical maps of our area (one and a half periods a week) and the continuous work of each separate group. We hope to place on film (movie) and tape our efforts, observations and conclusions for Project Canada West and the County of Mountain View.

Please feel free to visit us at any time, and we welcome suggestions from all interested parties.

The students and Teacher

Geography Option B

Cremona Junior High School

This work is being regarded by Project Canada West as a test of the feasibility of developing a more realistic approach to the Canada Studies concept in our schools. The stress is on student involvement, and a logical application of the valuing process as envisage in the "New" Social Studies.

Don Truss

Appendix B

CONCLUSIONS FOR QUESTION BATTERY #1 - Written and Oral for SURT

The following designative information or an understanding of "what is" in regard to the community of Westlock, Alberta was derived from Question Battery #1 (written) for SURT. These questions were an attempt to discover the cultural content peculiar to Westlock, Alberta. The questions were answered by between 20 and 30 students in one class each of Economics 30; Law 20; Geography 20; Sociology 20; Physical Education 20; Art 20; Psychology 20. The characteristics listed with each question are those indicated by the greatest number of students from maximum to more than 5 indications. Those characteristics followed by asterisks received an equal number of indications by students.

The majority of students replying to this battery of questions were students living in the area served by the town of Westlock, Alberta. The students were asked to give answers that they felt were appropriate with a minimum of guidance from their regular classroom teacher. The conclusions therefore may indicate what students think is in Westlock, Alberta, from their interpretation of the question. There may have been some lack of comprehension of the terminology due to the new emester commencing one month before the battery was administered.

Economics 30

1. What is the economic cycle of the community of Westlock, Alberta dependent upon?
   A. the farming area
   B. the business men *
   C. the banks *
2. How do residents of Westlock, Alberta earn their income?

Appendix B (cont.)

A. owning stores and being partners

B. teaching *

C. farming *

D. clerking in stores

3. What do residents of Westlock, Alberta spend their income on?

A. Clothing

B. Houses *

C. Food *

D. Cars

E. Recreation

F. Entertainment

G. Liquor

4. What food gathering activities take place in Westlock, Alberta?

A. Gardens in the summer

5. What opportunities are there for people to gather food in Westlock, Alberta?

A. Gardens at home

B. Gardens on farms near town

6. What food preparation facilities are there in Westlock, Alberta?

A. Butcher shops *

B. Bakeries *

C. Restaurants *

D. Creamery

E. Grocery stores

LAW 20

1. What means of enforcement of the Federal Legal System are available in Westlock, Alberta?

A. the R.C.M.P.

B. the town police

C. the court system

Appendix B (cont.)

2. What means of enforcement of the Provincial legal system are available in Westlock, Alberta?

   A. the R.C.M.P.

   B. the town police

   C. the court system

3. What means of enforcement of the local legal system are available in Westlock, Alberta?

   A. the town police

   B. the magistrate

   C. the R.C.M.P.

   D. the sheriff

4. What are the legal boundaries of the Town of Westlock, Alberta?

   A. the town limits

   B. three miles North, East, West, and South.

GEOGRAPHY 20

1. What is the location of the Town of Westlock, Alberta in terms of spatial relationships?

   A. sixty miles north-west of Edmonton, Alberta, the capital of the province.

   B. the center for all the little towns. (Flatbush, Fawcett, Dapp, Pibroch, Picardville, Clyde)

   C. 54° N. Latitude, 114°W Longitude

   D. Eight miles west of the Village of Clyde

2. How would you describe the countryside (topography) of Westlock, Alberta?

   A. few hills

   B. Flat land*

   C. Little rolly *

Appendix B (cont.)

3. What types of vegetation are there in Westlock, Alberta?

   A. Grasses *

   B. Spruce trees *

   C. Poplar trees

4. What types of soil are there in Westlock, Alberta?

   A. Sandy *

   B. Clay *

   C. Muskeg

   D. Humus

   E. Loam

5. What is the climate like in Westlock, Alberta?

   A. Micro-thermal

   B. Warm in summer and cold in winter

6. What species of wildlife are there in Westlock, Alberta?

   A. Rabbits

   B. Coyotes

   C. Gophers

   D. Moose 7

   E. Deer 7

   F. Ducks 7

   G. Geese 6

   H. Mice 6

   I. Pheasants 6

7. What is the source of water supply for Westlock, Alberta?

   A. Pembina River

8. How does Westlock, Alberta dispose of the towns' waste?

   A. Garbage trucks collect garbage and take it to a dump, one mile south of town on the Picardville road.

9. What transportation facilities are available in Westlock, Alberta?

Appendix B (cont.)

A. Bus 10
B. Train 10
C. Car 10
D. Ski-doo 9
E. Motorcycle 9
F. Taxi 9
G. Plane
H. Bicycle

10. What means of communication are available to residents of Westlock, Alberta?

A. Telephone 11
B. Radio 11
C. Television 10
D. Post Office 10
E. Edmonton Journal
F. Hub (bi-weekly advertiser)
G. Westlock News (weekly)

SOCIOLOGY 20

1. In what forms does social interaction take place in Westlock, Alberta?

A. School
B. Dances
C. Churches
D. Sports
E. Theatre
F. Pool Hall
G. Parties

2. What are the forms of social control in Westlock, Alberta?

A. Parents *
B. R.C.M.P.
C. Teachers
D. Town Police *
E. Religion
F. Friends

3. What is the personal cycle of life in Westlock, Alberta?

A. Elementary school
B. Junior High School
C. Senior High School
D. Post Secondary Education
E. Marriage *
F. Job
G. Children

4. What is the annual cycle of life in Westlock, Alberta?

   The annual cycle of life varied with each student.

5. How are the residents of Westlock, Alberta dependent on the remainder of the towns' population?

   A. Food

6. How do residents of Westlock, Alberta achieve identity or recognition?

   A. Sports achievement

   B. Academic achievement

   C. Running for political office

7. What religious influences are there in Westlock, Alberta?

   A. Churches

   B. Roman Catholic Church *

   C. United Church *

PHYSICAL EDUCATION 20 & 30

1. What do residents of Westlock, Alberta do with their leisure time?

   A. Badminton

   B. Skating * 17

   C. Curling * 17

   D. Swimming 15

   E. Snow-cruising 15

   F. Bowling 15

   G. Playing hockey 14

   H. Playing basketball 14

   I. Dancing 13

   J. Watching baseball 13

   K. Golfing 11

   L. Snow skiing 11

   M. Watching T.V. 11

   N. Reading 7

   O. Watching hockey 7

   P. Playing softball 6

   Q. Fishing 6

   R. Playing billiards 6

   S. Horseback riding 6

Appendix B (cont.)

ART 10 & 20 - The Aesthetic

1. What types of architecture are there in Westlock, Alberta?

   A. Old *

   B. Decorative *

   C. Solid

2. What is good in Westlock, Alberta?

   A. Municipal District Office

   B. Ice Arena

   C. The Bank of Nova Scotia Building

3. What is beautiful in Westlock, Alberta?

   A. The Bank of Nova Scotia Building

PSYCHOLOGY 20

1. How are schools controlled in Westlock, Alberta?

   A. The School Board
   B. The principal
   C. The teachers
   D. The superintendent

2. What takes place in the schools in Westlock, Alberta? (both public and separate)

   A. Vandalism
   B. Education *
   C. Classes *
   D. Sports *

3. Are most families in Westlock, Alberta nuclear families?

   Yes: 16
   No: 1

4. Are most families in Westlock, Alberta extended families?

   Yes: 5
   No: 16

5. What takes place in the family home in Westlock, Alberta?

   A. Watching television
   B. Arguments *
   C. Family discussions *
   D. Meals *

Appendix B (cont.)

6. What parental controls are there on children in Westlock, Alberta?

   A. Not too much *  B. Money *

ECONOMICS 30

1. What is the economic cycle of the community of Westlock, Alberta dependent upon?
2. How do residents of Westlock, Alberta earn their income?
3. What do residents of Westlock, Alberta spend their income on?
4. What food gathering activities take place in Westlock, Alberta?
5. What opportunities are there for people to gather food in Westlock, Alberta?
6. What food preparation facilities are there in Westlock, Alberta?

LAW 20

1. What means of enforcement of the Federal Legal System are available in Westlock, Alberta?
2. What means of enforcement of the Provincial Legal System are available in Westlock, Alberta?
3. What means of enforcement of the Local Legal System are available in Westlock, Alberta?
4. What are the legal boundaries of the Town of Westlock, Alberta?

GEOGRAPHY 20

1. What is the location of the Town of Westlock, Alberta in terms of spatial relationships?
2. How would you describe the countryside (topography) of Westlock, Alberta?

Appendix B (cont.)

3. What types of vegetation are there in Westlock, Alberta?
4. What types of soil are there in Westlock, Alberta?
5. What is the climate like in Westlock, Alberta?
6. What species of wildlife are there in Westlock, Alberta?
7. What is the source of water supply for Westlock, Alberta?
8. How does Westlock, Alberta dispose of the towns' waste?
9. What transportation facilities are available in Westlock, Alberta?
10. What means of communication are available to residents of Westlock, Alberta?

SOCIOLOGY 20

1. In what forms does social interaction take place in Westlock, Alberta?
2. What are the forms of social control in Westlock, Alberta?
3. What is the personal cycle of life in Westlock, Alberta?
4. What is the annual cycle of life in Westlock, Alberta?
5. How are the residents of Westlock, Alberta dependent on the remainder of the towns' population?
6. How do residents of Westlock, Alberta achieve identity or recognition?
7. What religious influences are there in Westlock, Alberta?

PHYS. ED. 20 & 30

1. What do residents of Westlock, Alberta do with their leisure time?

ART 10 & 20 - The Aesthetic

1. What types of architecture are there in Westlock, Alberta?
2. What is good in Westlock, Alberta?
3. What is beautiful in Westlock, Alberta?

Appendix B (cont.)

PSYCHOLOGY 20

1. How are schools controlled in Westlock, Alberta?
2. What takes place in the schools in Westlock, Alberta? (both public and separate)
3. Are most families in Westlock, Alberta nuclear families?
4. Are most families in Westlock, Alberta extended families?
5. What takes place in the family home in Westlock, Alberta?
6. What parental controls are there on the children in Westlock, Alberta?

Appendix C

M.E. LaZerte C.H.S. - Social Studies Department

Community Interests Inventory

Instructions to interviewer:

Write appropriate numbers in the squares at right

Section 1 - The Family

1. Do you have any children at home? 1. Yes ☐

2. No

If yes, how many in: ☐ *

a. pre-school ☐ *

b. elementary ☐ *

c. teens

2. Are you happy with present recreation facilities? 1. Yes

2. No ☐

3. Which of the following would your family use if they were available in the community? 1. Yes

2. No

1. Day Care ☐

2. Swimming Pool ☐

3. Gym ☐

4. Pool Hall ☐

5. Bowling Alley ☐

6. Facilities for outdoor sports (football, hockey, soccer, baseball, etc.) ☐

Appendix C (cont.)

7. Library ☐

8. Mayfair-type Park ☐

4. Would you like to see a recreation center built to include some or all of these things? 1. Yes 2. No ☐

* Write in actual number.

Section 2 - The teens of your community

5. What do you think majority age (legal age for voting, drinking, etc.) should be? 21, 19, 18, other? ☐ *

6. Do your teens stay at home during leisure hours? ☐

1. on a regular basis
2. occasionally
3. seldom

7. Does your child regularly attend school? 1. Yes 2. No ☐

8. Would you or your spouse like to attend classes at M.E. LaZerte as a student? 1. Yes 2. No ☐

9. Do you think the level of drug use is too high? 1. Yes 2. No ☐

10. Do you think your child indulges in any of the following?

| | | |
|---|---|---|
| alcohol | 1. Yes | ☐ |
| | 2. No | |
| mild drugs | 1. Yes | ☐ |
| | 2. No | |
| Hard drugs | 1. Yes | ☐ |
| | 2. No | |

11. Should drug use be controlled by law? 1. Yes ☐

2. No

* Write in actual number.

Section 3 - Services

12. Are public services adequate? 1. Yes

2. No

| | |
|---|---|
| Buses | ☐ |
| Police | ☐ |
| Mail | ☐ |
| Shopping Facilities | ☐ |
| Public Maintenance | ☐ |
| Hospitals | ☐ |
| Schools | ☐ |
| Parks | ☐ |

Appendix C (cont.)

13. What do you feel is lacking in your community or what would you like to see added?

:sa
6/7/71

Appendix D

# Report on the Temple University Fourth Annual Anthropological and Documentary Film Conference

Three types of sessions were held during the days of the Conference which began at 9:30 A.M. and ended at about 10:30 P.M. with the final discussion sessions of the day.

1. There were screenings and discussions of films and videotapes
2. There were technical workshops dealing with current problems in film, video-tape, still photography, and class presentation.
3. There were technical exhibits of the hardware of light and sound recording and reconstitution.

Free screening rooms were available for re-runs of materials for further discussion with technical advisors and some of the film and tape makers.

The Conference was notable for the ready exchange of ideas and information between the various classifications of anthropologists, ethnographers, technicians, and educators.

Among the screenings viewed and discussed, the following were of especial interest:

A Rather Strange Tribe (Students and staff of Syracuse University Centre for Instructional Communications).

In this film, an African Anthropologist describes a middle-class North American family as they get up in the morning. It is designed to give students from grades 5 - 12 a sample of the Anthropologists's viewpoint. A caution built into this production (accidentally?) was that the view of North America presented was far too generalized in application.

The Ancient Africans (Sam Bryan)

The film survey of the highlights of African history up to 1500 A.D. with maps and animation intercut with location photography of the ruins of Kush and Axum, and photographs of artifacts in museum collections. This presentation provided excellent examples of the possible combining of materials from different sources.

Nawi (David Macdougall)

This is a film made for use in schools, showing the pastoral people of North-Eastern Uganda in their temporary dry season camp. The attempt was to put the viewer into a life experience situation. The use of edited material for sound track avoiding the need for lip and action synchronization was demonstrated clearly in this very successful work. The commentary was clear, and unobtrusive in terms of allowing the viewer to form value judgements.

Bitter Melons (John Marshall)

The music of Ukxone a primitive musician from the central Kalahari Desert. An example of detailed use of film and sound under difficult conditions of light contract and unusual sound effect to provide a definitive archive for enthnomusicologists. Technically challenging.

Blues Accordin' to Lightnin' Hopkins (Les Blank)

This film, winner of international festivals in its class, explores the black culture of rural and urban Texas through its music. Some problems of lighting contrast and sound recording in confined spaces were obviously encountered, and materials were pushed to the limits of their technical possibility.

Black Roots (Lionel Rogosin)

A sociological film with a selected group of participants to show the problems of black America. Basically, this film was a demonstration of intercut inter-

views which formed a filmic essay on the frustrations and bitterness which exist in a cross section of the black population. The use of a series of movie portraits to build this record was outstanding - the editing of material must have been a crucial factor but the technique could well be used to give expression to a group of people from a community or district.

Lion Hunters (Jean Rouch)

A French film dealing with a band of Niger hunters whose function is to hunt down with poisoned arrows the lions which attack the herds of their neighboring tribes. The translated commentary for English speaking audiences made an instructive contract with the absolutely horrible translation furnished for:

Men of the Stone Age (Japanese T.V. Network)

A film which showed the Japanese expedition to central New Guinea. Filming for this production was of first class commercial standard, but the commentary seemed to be based on the worst of American travelogues, complete with condescending script and most inappropriate orchestral "musac".

Dangling Participle (Standish D. Lawder)

Made from extracts of student reaction to classroom instructional films on sex education. This view of the usually unseen class reaction to such films "offers a wealth of advice on sexual hang-ups and where they come from". Of great value as a warning to teachers.

The Nuer (Hilary Harris and George Breidenbach)

A visual documentary of life in the dry season cattle camps of the Nuer in the Sudan and Ethiopia. The most satisfactory film of the whole Conference. Excellent technically and using a minimum of commentary with all other sound on track recorded on site and edited in.

Workshops were held on movie filming, the use of still film for gathering information, and the latest in video tape recording.

In working with the VTR, the potentialities and limitations were considered together with an attempt to define practically the technological parameters of the medium in gathering and playing back material.

The Ampex Instavision portable video cassette unit was most impressive in both colour and black and white work, lending itself to field, classroom and studio work. Until an agreed international standard is arrived at for the sake of compatibility between units (Type 1 Standard), there seems to be little point in getting into the purchase of this type of 'hardware'.

For our purposes, in gathering material from a locality and editing it for instructional use, the Conference experience suggests that 8 mm or Super 8 film would be most advantageous in terms of handling in the field, latitude of material, and maintaining archive copies from which film or video tape copies may be made.

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## A Sociological Approach to the Study of a Community

A designative study of a community may be approached by an analysis of selected features of the community. Such a study might begin with a preliminary orientation to the community by focussing observation to characteristics of a community such as the following:

(1) generally recognized physical boundaries

(2) label or labels by which the community is known

(3) "social" centres such as schools, business area, residence area

(4) population and breakdown into families, houses and school-age children population growth trend etc.

This orientation phase can be followed by a detailed analysis of community features such as the following:

(1) housing analysed in terms of kinds of housing, age, ownership, rental fees, condition of property, car-parking, house construction style, etc.

(2) community amenities analysed in terms of presence and condition of sidewalk, streets, lanes, street patterns, street lighting, playgrounds, landscaping, proximity to industrial establishments, etc.

(3) socio-economic characteristics such as occupations, education levels, home assessment values, proportion of good, medium and poor districts within community, etc.

(4) facilities in the community such as presence and condition of schools (including nurseries, day-care centres, kindergarten), libraries, museums, churches, community clubs, shopping centres, transportation facilities, health and welfare facilities, etc.

(5) recreational facilities such as presence and condition of community centres, recreational agencies, libraries, theatres, movies, etc.

(6) community values - studied through interviews, questionnaires or participant observation. Focus might be given to variance in value systems among sub-populations.

An approach as described above would help in illuminating the social characteristics of a neighborhood or community. For more details pertaining to this approach see "A Guide For the Study of Neighborhoods and Local Communities" Communities in Canada: Leonard Marsh, McClelland and Stewart Ltd. 1970, 179 - 182.

A Geographic Approach

There is also a spatial factor which is important to an understanding of one-self and one's environment. This approach is usually included in the discipline of geography. The following conceptual framework of the geographic discipline is extracted from Nishi, Midora, "Geographic Guidelines for Reconstructing the Social Studies Curriculum", The Journal of Geography, October 1966.

The conceptual structure of the geographic discipline offers both breadth and depth to an evolving social studies framework. The following basic concepts

and generalizations are derived from the current spate of redefinitions for geography and are offered as guidelines for reconstructing the social studies curriculum:

1. Spatial distribution - the distribution and arrangement in the modern world of such geographic phenomena as people, physical features, natural resources, economic activities, socio-cultural patterns, political systems as they are attributable to valid causal connections.
2. Areal coherence - Areal associations and variations of geographic phenomena as they reflect the process/processes of cause and effect relationships. Thus order and reason are observed in sets of geographic elements that co-exist in an area.
3. Regional concept - "The face of the earth ...marked off into areas of distinctive characteristics that are homogeneous in terms of specific criteria." Also pertinent are the theoretical aspects of the region.
4. Location theory - The attributes of place, the mode for establishing position, the significance of relative location (the situation), all of which impart uniqueness and personality to any given place on the face of the earth.
5. The cultural viewpoint - The significance of a society's goals, technology, value system, socio-cultural-political structure in creating a perceptual framework for understanding man's impact on the physical environment.
6. The human relationship to a natural resource - the interpretation of the existence, value, and utility of a natural resource in terms of the cultural achievement of a society.
7. The dynamic nature of geographic analysis - the general principle of continual change in human affairs, in the habitat features, and in their interrelations which necessitates the reappraisal of the geographic landscape at any given time.

8. The importance of time - intellectual insights into the nature of the human occupancy and trends for the future revealed through cumulative knowledge of historic occupancy. The time perspective, an essentail dimension of the manland complex.
9. Spatial interaction - the connections and movements within and between regions as zones of dynamic interaction which induce patterns of migration, trade, and transportation, or cultural diffusion.
10. Man-land relationships - the entire man-land complex and the understanding of every aspect of this interrelationship on a world wide system, a unifying theme in geography.
11. Global interdependence - increasing interdependence on a wider and more complex scale, concomitant with progress in the industrial-urban society.

The study of the enlarging orders of community which is of more relevance to this project is also present in the above article.

THE ENLARGING ORDERS OF COMMUNITY

| Basic Human Activities | Communities (Socio-Areal Patterns) |
|---|---|
| 1. Food production, manufacture, trade | 1. Child (man in general) |
| 2. Communication | 2. Family |
| 3. Transportation | 3. Local community (school, neighborhood) |
| 4. Education | 4. City, county, state |
| 5. Organization - social, political | 5. Sub-regions (geographic regions, economic regions, etc.) |
| 6. Recreation | 6. Nation |
| 7. Aesthetic expression, religions, philosophies | 7. Macro-regions (cultural regions - African, Asian, Islamic, Latin American, Slavic, Pacific; ideological communities, underdeveloped lands, etc.) |

| Basic Human Activities | Communities (Socio-Areal Patterns) |
|---|---|
| 8. Tools, techniques (other cultural attributes) | 8. World and space |
| 9. Protection and conservation (including shelter, clothing) | |

An Anthropological Approach

Anthropology is unique in its study of man. The holistic viewpoint of Anthropology presents both problems and advantages. Two major emphases differentiate Anthropology from other sciences which study man. The first is its biocultural approach, that is man is considered both as a biological and a cultural being. The second is the cross-cultural approach with its emphasis upon comparative analysis. It is this aspect which lends itself peculiarly to project SURT. The Anthropologist feels compelled to make cross-cultural tests of assumptions about human nature, and to do this he must take into account the variety and total known range of ways in which humans have responded to the problems of existence. A particular interest of Anthropologists is the investigation of both rural and urban groups. This is partly because of the desire to apply concepts and methods distinctive of Anthropology and partly because Anthropologists are interested in understanding the impact of complex communities on peasant cultures.

Some questions associated with the process of urbanization aid in formulating research strategies for an Anthropological approach are:

1. Q. Why do people live in cities?
   A. Economics, collective nature of man, the promise that more means better.
2. Q. What problems in human interaction occur when large numbers of people occupy a small space?

A. (1) Transportation and communication (NETWORKS)

(2) Housing and buildings in which people work and play (SHELLS)

(3) Interpersonal relationships
Disparity in material resources
Functions of governments (SOCIETY)

(4) Psychological states and Socio-Psychological problems (MAN)

(5) Relationships with the natural environment (NATURE)

3. Q. What does man do in his attempt to assure that the promises of the city are delivered to the inhabitants of the city?

A. Technological developments
Social Sciences developments

Whatever the guide employed to study a community, the observation for the purpose of this project is made to seek answers to the questions: What does one have to know to become adapted to living in a community? What cultural components can be identified? Which are peculiar to a specific culture? If a person should choose to move from one community to another, what would that person have to know to be successful in adapting to his new environment?

BASIC ASSUMPTIONS UNDERLYING THIS ANTHROPOLOGICAL APPROACH

1. Living in a community of a stated size has a certain regularity which may be compared to living in another community of the same size.
2. Some of the essential features associated with each social system can be identified, observed, and analyzed.

3. There is no suggestion that the small communities included in this study will evolve into larger communities. Rather the suggestion is that people living in a community of one size may choose to move to a community of another size.
4. People who are knowledgeable about the essential features of each community would be better equipped to: a. move from one community to another
   b. induce social change within the community in which they presently live.
5. The essential features of a society can be explained in terms of the system as a whole.
6. The essential features of a society may be shown to be static or dynamic.
7. The ubiquity of social change is recognized.
8. There is a lack of correspondence between the "ideal" world and the "real" world in any society.
9. Population shifts are related to social organizations and cultural values of societies.
10. Non-conformity norms are related to population shifts.
11. Three aspects of a social system are: actors, forms (the patterns of interaction), and functions.

The Anthropologist may be thought of as studying culture which is the way of life of a group. A suggested guide to be employed for studying cultures and one which would lend itself to cross-cultural comparisons would also be useful in studying communities for project SURT.

Name of Community to be Studied

Orientation (The Setting) (The Natural Environment)

Location - Identify the area in which the culture is found

Place and names, Latitude and Longitude

Climate, seasons, topography and geology (describe as if you were flying over in an airplane), surface coverage, soil (gravel, sand, dirt), grass, trees, rivers, lakes.

Natural Resources - Anything in nature which a group uses for its benefit.

Age Grading or Age Grouping - Each community divides its members into groups whose individual members adopt the attitudes and behavior of their group. The membership of each group is constantly changing as younger people move in and older members "pass" into the next group. Depending on the community, the attitudes of each group are based, to a greater or lesser degree on age. The age groupings may not be the same for males and females and do not necessarily coincide with physical maturity. No community has less than three age groups (childhood, adulthood, and old age) and a city has about seven identifiable groups . . . infancy, childhood, adolescence (which includes "teenage"), young adults, middle age adults, mature adults, and old age. All communities have "rites of passage" from one age group to the next but in some cultures these are less well defined.

How are groups divided: - Number of groups, sex divisions (groups for women and groups for men)

Behavior expected from each group: - responsibilities, privileges

Symbols of each group - are symbols of one group imitated by younger or older age groups: playing house, smoking when young, oldsters playing children, older women wearing mini-skirts.

Body Adornment

Clothing - include age and sex differences

Typical daily wear - include footwear

Special apparel: religious, other occasions

Trappings

Are garments manufactured or hand made?

Ornamentation: Hair-do's body makeup and paint, lipstick, rouge, eyebrow pencils, body paint, feathers, ornamented eye-glasses.

Jewelry: earrings, combs, sticks, bracelets, pins, rings, necklaces.

Body reshaping and mutilation: teeth braces, teeth filling, tooth or teeth removal.

Aromatic preparations: incense, perfumes for males and females.

Change in Culture

Innovation within the culture

Diffusion to and from other cultures

Types of culture contact: aggressive cultures, non-aggressive cultures

Effects of change - there are always some

Culture shock; some cultures seem to experience more than others

Historical backgrounds

Communication - note differences, when they occur, between communications based on age, sex, and social relationships.

Language for special occasions, grunting, talking, chanting, singing, screaming, crying, printed materials, writing systems, telephone and telegraph, radio and television, gossip, rumor, fires and smoke, symbols and signs, gestures, sign language, touch, instruments such as "talking drums", codes, facial expressions, dancing, cartooning, timing instruments, signals (bells, whistles, buzzers, lights), smells e.g. safety odors in domestic gas, photographs.

Competition

Amount of competition - some seem to have no more than sibling rivalry. Form competition takes if any exists in the culture: sports and games - is there a winner: between men and women, between two people or between organized groups? Function of the competition - what are the rewards? land, wealth, women, prestige, leadership.

Conditioning of Emotions

Value placed on suppression or expression: - during initiations, after a sorrow such as death, following a pleasant incident.

Learning and knowing when to be: afraid, frustrated, happy, sad, disappointed, angry, jealous. How is the emotion shown?

Courtship

Is courtship preliminary to marriage? Does there have to be courtship before marriage? Does courtship usually end in marriage? What is the concept of courtship in culture being studies? In polygamous groups - is there courtship with each wife? Who are the eligible courtship partners? Religion, kinship, age, tribe - exogamous, endogamous, race, other special criteria.

Steps of courtship - include how arranged and by whom, pattern of actual courtship, mental, physical, when does courtship occur? where does it occur?
Who has greatest weight in selecting courtship partner? Man, woman, parents, clan, kin group, tribe, other spouse (in polygamy), length of courtship, courtship terminology.

Cultural ideal of male and female in each age group

Daily Routine

Describe both waking and sleeping behavior for a 24 hour period

Divisions of Labor

Sex differences, men's work - such as hunting, farming, carpentry.

womens' work - such as child care, gathering, cooking

Age differences - examine age groups of community being studied

Race differences, class differences, social classes, master and servants, economic social position, work specializations.

Dominance of individuals or groups based on:

Age, sex, social class - economic, group memberships, political, military, religious, government, "in-groups" and cliques, race, physical characteristics, majority-minority relationships (refer also to status).

Drugs and Intoxicants: trance inducements, health uses, smoking, drinking habits (alcoholic beverages), age restrictions, experimentation (social, scientific). How obtained, preparation methods, methods of using or administering.

Ecology: the interrelationships between animals (including men), plants, and their environment. No animal or plant escapes this critical relationship.

Economics: the methods used by a group to support itself.

Education: Learning how to live in one's own culture (all societies have education). Formal instruction - direct teaching, informal - imitative - often without being aware. Alien influences of education.

Esthetics: Consider the ritualistic, ceremonial, religious, economic, social and political aspects of the following:

Literature (Mythology, Folklore), Music (Folk songs, Love songs, War Songs,

Marriage music and songs, expressions of happiness and sadness, funeral music), dancing (religious, as livelihood, recreation), art (handicrafts, photography, plastic and graphic, ceremic).

Ethics and Values: Ethics are those things which one must or must not do. Values are those things which one should or should not do.

Food: Selectivity (type of food) - not specific kinds, religious restrictions, taboos, kinds of food, how obtained (hunted, trapped, raised, gathered, purchased), how prepared (peeled, skinned, boiled, baked, eviscerated, ground, fried, mixed, raw, washed, seasoned, sun dried, butchered, smoked, roasted), methods of preservation, who cooks food, blessing, fasting, eating, superstitions about food, rituals, mealtimes, eating arrangements (who is served first, do women eat together, do men eat together, do adults eat with children, does group eat as a family, are animals allowed in the eating area), utensils and tools (bowls, plates, carving tools - knives, hatchets, stone tools), eating tools (hands, spoons, forks, knives, sticks, cups, discuss material from which tools are made), feasting, water (how obtained: creeks, wells, rivers, reservoirs), how transported (bowls, pipes, aquaducts), drinking methods (lips against water - perhaps lying on stomach), cups, fountains, straws, sanitation measures.

Funeral rites: Preparations of the body, social arrangements, religious procedures - include myths, disposal of the body (burial: land, water), cremation, how is mourning shown, transition of the soul or spirit to the next place - heaven, dreamtime, to the next caste, is the soul or spirit potentially harmful.

Government: Leadership (prestige versus authority), politics (groups and how they function), presence or absence of government mechanisms, how does group govern itself if there is no vested authority?

Health Practices: Curative methods of the society (magic, faith healing, herbs, leaves, preparations [including prescriptions], surgery, psychosomatic remedies,) hygiene training, sanitation facilities and practices, social involvement e.g. medicare.

History: be brief (may include under "change").

Humor: What constitutes humor for group being studied? Is some form of humor required on a kinship basis such as joking or teasing?

Laws: Inheritance - descent; how reckoned, crime concepts, sanctions, enforcement methods.

Marriage: note any relationships to courtship, arranging a marriage, "love" marriages, infant betrothal, purchasing a bride, endogamous - exogamous, kinship requirements, describe the nuptials, economic and political overtones, religious aspects (if any), responsibilities of husband and wife after marriage, special marriage forms e.g. "half-marriages" of Yurok Indians, terminating marriage (return of bride price, divorce, death of a spouse), significance of abstaining - celibacy.

Material Culture: artifacts; note skills, such as pottery making, weaving, forging, necessary for material possessions (weapons, general tools, special tools, utensils, mechanical devices).

Names: taboos on names concerning - death, shared names - in ours, senior and junior, name changes - note reasons e.g. marriage, all groups have personal names - are there other names?, names for animals, names for things, names indicating status, role, and prestige.

Population Policy: Abortion, adoption, as a source of pride "my town is bigger than yours", overpopulation as a probable cause of mental illness e.g. New York City.

Property Concepts: natural resources, rights, and materials, private - may be individual or partnership, public - regulations, if any.

Racial Types: (you may wish to note subraces), mongoloid, caucasoid, negroid, amerind.

Reciprocal and moral exchanges: gift giving, manners, etiquette, respect, greetings.

Recreation: games, sports, vacations, rest days, holidays, hobbies, conversations, visiting.

Religion: A. Indigenous B. Imposed
Superstition - magic; it is very important to remember that religion is often not connected with morals.
Propitiation of supernatural beings: animism, magic (love charms and potions) curative, protective, destructive (voodoo, sorcery), soul concept, greater and lesser deities, ultimate destiny, luck and superstitions, shaman, describe religion of group being studied.

Response to Environment: Natural and supernatural attempts to explain and/or control, does the society see itself as part of the environment in-control

of it?, attitudes toward changing the environment, cosmology, dream interpretation.

Response of one Culture: group to another after either limited or extended contact.

Settlements: buildings and dwellings, settlement patterns - arrangements of camps, villages, towns, cities, and larger units. Housing accommodations - one family or more, streets and traffic (foot traffic, vehicle traffic, straight or winding), sanitary facilities, public utilities, water, electricity, public square or meeting places, who is acceptable for settlement?, (minorities, subcultures), architectural trends of culture (for example, our barns, privies, houses and sheds have peaked roofs ), shape, size, materials, exterior decoration, dwellings - construction may not include a building, outbuildings - barns, storehouse, bunkhouses, toilets (privies), public structures - government, recreational, religious, educational, business, industrial, lodges, bachelor houses, surroundings - grounds, streets, furniture - kinds and purpose (resting, eating, maintenance), shape, size, arrangement, sleeping accommodations, interior decoration, heating, lighting, methods of keeping house, who "keeps house". Authority Systems - note some groups have no positions of vested authority: headmen, councils, law enforcement (see also Law), justice.

Social Groupings: family: residence, household, family relationships, nuclear family, extended family, pregnancy attitudes, obstetrics and birth practices. Kinship: relationships, terminology, kin behavior patterns (avoidance, joking, restraint), political arrangements between groups, descent and inheritance. Clan, moiety, tribe.

Socialization of Group Members: group members shape the behavior of other members by using forms of approval and disapproval (rewards and punishments). This shaping continues through life. Infancy and childhood: infancy (care and feeding, rewards and punishments - discipline patterns, weaning - may occur later in childhood), childhood: care, activities, rewards and punishments (discipline patterns), status, adolescent, mature, and old age groups. Forms of: approval (rewards), disapproval (punishments). Social Control Mechanisms.

Status: Is it given or achieved? How may high status be attained?

Time Concept: Less clear and less important in some groups than others, what is time in the group under study, how is the concept applied, does the group "measure" time.

Transportation: land, water, air, transporting goods.

The use of the above guide would allow for a ballistic study of the communities selected and would allow for a comparative study which would assist in one knowing what it is that a person should know to successfully adapt to living in a new community.

An Economic Approach

It is conceivable that a study of the rural-urban transition would be based primarily upon the discipline of economics. The conflict between unlimited wants and limited resources could be explored within each community. The scarcity concept of the urban community could be compared with scarcity in a rural setting. The degree of specialization and interdependence and allocation of resources could also be compared. This approach would provide a necessary but not sufficient explanation of differences encountered on the rural-urban continuum.

An Historical Approach

The Historical approach implies that historical data is seen as a major cultural determinant. One cannot fully comprehend the phenomenon of urbanization in Canada and in each of its regions without considering its historical antecedents. This approach looks upon history as a resource to be utilized rather than a compendium of discrete facts.

A discussion of the land settlement pattern in Canada provides some insight into the unique urbanization of the country. In Quebec, the typical seigneurie had no village to allow the habitants to occupy as much land as possible, the State forbode the construction of buildings on areas less than one arpent and a half by thirty. Even though the seigneuries became critically overpopulated, the French Canadians, during the first third of the nineteenth century refused to emigrate to the townships. The basic land settlement pattern was of a rural nature.

In a similar manner the allocation of homestead land on the prairies was based upon a 160 acre grid pattern. The settlement encouraged rural development as opposed to urban development which followed when entrepeneurs detected an opportunity to provide necessary services to those settled on the homestead plots.

A number of historians including: R. LaPierre, E.E. Hagen, E.Gordon Childes, and A. Toynbee have indicated that the basis for the study of urbanization is the historical roots of the phenomena. They contend that there could be nothing which we call a city until mankind could produce an economic surplus and/or a land deficit. LaPierre presents ten basic characteristics which were necessary for urbanization to occur.

Ten Characteristics of Early Cities

1. Densely populated
2. Specialists in their own trade full time
3. Taxation of producers - control surplus and contribute to specialist well being.
4. Development of architecture and building specialty - temples, public buildings.
5. Adequate labor force - paid for from public surplus and taxes.
6. Stratification of society - by speciality non-producers - priests, civil servants, military specialist (non-producers) form ruling class.
7. Ruling class develop communication system - writing, roads, etc.
8. New style of art and self expressive - subsidy of the arts.
9. Development of exchange system - import and export of products and people.
   a. confrontation of differences
   b. youth feel free from constraints of parents
   c. impersonal and anonymity encourse diverse actions
10. Political organization developed - Kinship, common residence.

The employment of an inquiry technique which would seek to support the existence of the above would enable us to develop historical presentations of a variety of Canadian cities: This approach has been fairly common and has resulted in a number of histories of Canadian cities being published. The historical approach contributes a very necessary and interesting facet of a community study. No study of a community is complete unless the local, provincial and national historical setting of the community is presented.

It seems important that we look at the actions of human beings in the past. Present day man should know himself. In order to fully understand one's present

day actions, it is imperative that one know what antecedent conditions have been. It is often the antecedent conditions which influence present day actions. Why are people from region X in Canada "supposed" to dislike people from region Y? Many of our present generation have ambivalent feelings. They are taught that certain parts of Canada are less desirable than others. It is part of their folklore or tradition. An important component - the historical roots of the action - is often not included in the folklore. An historical overview of events which led to the animosity may cause members of the present generation to discard the folklore on the grounds that the historical roots do not justify continuation. It is all a part of the present generation getting to know himself. It is the important temporal factor.

A Social Psychological Approach

The study of what it is one must know in order to be a successful member of a community could be approached from the point of view of socialization. A persons' social interaction with various institutions such as the family, the peer group, the community etc. would serve as a focal point. The modification of a person's behavior to conform with expectations held by various groups to which he belongs would serve as a method of observation. Some of the concepts inherent in socialization are: imitation, identification, role learning, self concept, dependency, aggression, goal achievement, social power and status.

The study of socialization may be viewed as an interaction, involving the above stated concepts, between behavior, values, knowledge, ability and motivation.

| | Behavior | Values |
|---|---|---|
| Knowledge | I | IV |
| Ability | II | V |
| Motivation | III | VI |

A person may know appropriate behavior (cell I), have the ability to perform that behavior (cell II) but not be motivated to behave in the appropriate manner (cell III). A persons' knowledge of appropriate behavior (cell I) may be in conflict with behavior towards which the person has preferential values (cell IV). This analysis could be extended to include most of the activity faced by a person in the urban-rural transition.

If one thinks of a person moving from one point on the continuum (rural-urban), one can conjecture some of the admission procedures: the loss of name (no one knows it), the loss of status (not yet earned), the loss of possessions (have left some behind), the loss of reinforcers (no one yet knows what reinforces you), and the loss of identity (nothing as yet with which to form an identity). Such a person is obviously a candidate for socialization just as is a new born baby. Perhaps the suggested social interaction scheme may provide a useful tool for analysis of the process.

An Human Ecology Approach

A modified and less inclusive manner of analysis than the anthropological analysis may be the human ecology approach. Human ecology serves as a teleological framework for incorporating the social science disciplines. This can result in an explanation for a given pattern of behavior in terms of the purposes it may be serving. This sort of purposive explanation may be valuable to the type of research into the communities on the rural-urban continuums. As such they may allow us to appreciate the connections existing amongst a number of social phenomenon and to predict the future connection. In short, the human ecology framework may allow a systematic functional analysis within spatially defined units - it may be the heuristic framework which

will best serve the purposes of SURT.

Human ecology is concerned with five categorically integrated aspects of man within his environment: time, population, organization, environment and technology. These aspects may be viewed as the "control mechanisms" which are suggested by Geertz to be present in each culture. The regulating ideas which shape the individual into a unique kind of human are probably closely related with these five aspects of man.

The maxim which may guide the work is stated in the Geertz article "seek complexity and order it". I believe we are aware of the complexity of our task. How do we go about ordering the complexity of a socio-cultural setting?

Another viewpoint of Geertz - ... "it is the firm conviction that men unmodified by the customs of particular places do not in fact exist. ...They are always performing". Perhaps an ordering method for our project is to consider man's performance in the ecological stage. As such we would be concerned with the: 1. time and 2. environment (the ecological stage) and population, organization, technology (the play or performance of human actions on the ecological stage).

To follow this viewpoint - what Geertz calls the "stratigraphic" conceptualization, demands that we superimpose the findings from the various relevant sciences - geography, anthropology, sociology, psychology, history, economics, political science and biology, upon one another in examining the socio-cultural setting. This is essentially a multi-disciplinary approach.

Geertz demands that we look for systemic relationships among diverse phenomena (as indicated from the sciences) and the factors chosen for examination be treated as variables within unitary systems of analysis rather than superimposing the discrete findings of each discipline upon human existence.

To tie the above ideas together, it seems as suggested by Geertz that we look upon the concepts (categorically integrated aspects of man) as control mechanisms for the governing of behavior of people in the socio-cultural setting which we choose for examination. We stress the behavior of man in the framework of human ecology. What influences people in setting X to behave differently from people in setting Y?

To be human is to be aware of the control mechanisms which guide the behavior of man and to come to understand and control these mechanisms.

An Organic Approach

One result of the feasibility study, currently underway in the Cremona Junior High School is a developing view (an organic approach) based on the guide to the study of cultures suggested by earlier proposals. The function of the inter-relationships is proving very fruitful in developing student understandings. In this approach, one is not committed to a particular method until the method makes itself evident.

Outline of developing frames of reference

| HABITAT | ECONOMY | | SOCIETY |
|---|---|---|---|
| Location | Business & Capital | | Government |
| Climate | Agriculture | | Legal Systems |
| Geology | Industry | Services (Public and Private Communications Transportation.) | Religious |
| Water Supply | Tourism | | Aesthetics |
| Soil Types | | | Recreation |
| Vegetation | Historical Background | | Social inter-action (Community life-style) |
| Wild Life | | | Family Life |

Research Model Suggestions

The desired output or product of the research is the determining factor when considering the formulation of procedures and activities.

Firstly, the aim is to develop a working method by which teacher behaviour will be appropriately modified. The need is for an understandable pattern of guidelines, general enough to form the basis of any community study, and searching enough to make it possible to compare one type of group modification of the habitat with another.

(The phrase "self-supportive methodology" comes to mind here.)

Secondly, by maintaining emphasis on a study of the processes involved in the inter-relationships between the items shown on the frame of reference tabulation, one can look for the sort of information which will lead to an understanding of the factors which are manipulated by man to effect his social groupings.

If the findings of the Cremona Junior High School that such a pattern of pre-

dictability emerge, it may then be possible to provide guidelines to both students and adults who are the course of moving from one point of the urban-rural continuum to another.

A Multi-Dimensional Approach

The following matrix indicates a method whereby one can identify concepts from a variety of disciplines, apply these concepts to the problem at hand and develop instrumental content for inquiring into the concepts.

MULTI DIMENSIONAL APPROACH

| DISCIPLINE | CONCEPTS | APPLICATION | INSTRUMENTAL CONTENT |
|---|---|---|---|
| HISTORY | NEED ORIENTATION FOR EMPLOYMENT | DIFFERENCES IN ORIGIN, DEVELOPMENT, COMPONENTS | RESEARCH IN SELECTED BUSINESSES |
| ANTHROPOLOGY | SATISFACTION THROUGH CREATIVITY | NEED TO CREATE IN EVERY COMMUNITY | CREATE OBJECT AND THEN PURCHASE (TOOL OR ART) |
| SOCIOLOGY | ACHIEVEMENT OF RECOGNITION | DIFFERENCES IN MEANS OF GAINING RECOGNITION | WRITTEN QUESTIONS AND PLACE ON CONTINUUM |
| POLITICAL SCIENCE | INTERDEPENDENCE | DIFFERENCES IN DEGREE OF INTERDEPENDENCE | INTERVIEW LAW ENFORCEMENT OR GOVERNMENT OFFICIAL |
| ECONOMICS | ACTION FOR EMPLOYMENT | DIFFERENCES IN OBTAINING EMPLOYMENT | SIMULATION GAME OF EMPLOYMENT INTERVIEW |
| PSYCHOLOGY | REASON FOR EXISTENCE | DIFFERENT MEANS OF ESTABLISHING REASONS FOR EXISTENCE. | INTERVIEW ARTIST, CRAFTSMAN, EMPLOYEES, AMATEURS |
| GEOGRAPHY | ENVIRONMENT | REASONS FOR LOCATION AND EFFECT | FILMING OF ENVIRONMENT OR TRANSPARENCY |

| | | | |
|---|---|---|---|
| POLITICAL SCIENCE | "INFLUENCE"<br>MEANS OF GAINING<br>TO OPERATIONALIZATION<br>OF SAME | . . . (LEARNING OF)<br>COMMUNITY PRESSURE<br>GROUPING<br>. . REASONS FOR<br>DEGREE OF SUCCESS | INVOLVEMENT<br>CASE STUDY<br>SIMULATION<br>* CHANGE vs ORDER |
| ECONOMICS | THE DOMINANT ECONOMIC ACTIVITY & CONDITIONS (BELIEFS) DIRECTLY INFLUENCE WHERE & HOW MANY PEOPLE CONCENTRATE | FACTORS (REAL & IMAGINED) WHICH RELATE TO SUCCESS<br>MOTIVATION<br>PRESSURES<br>COMMUNITY "IMAGE" | SIMULATION GAME<br>"FAST BUCK"<br>. . . NOW UNDER DEVELOPMENT |
| PSYCHOLOGY | SELF SATISFACTION<br>WHY, IN FACT, IS THERE A CONTINUUM ? | MINIMIZING THE FORCES OF ALIENATION ENFORCEMENT OF THE IDEA THAT LIFE IS WORTH LIVING | TO BECOME FAMILIAR WITH THE SYMBOLS OF DIFFERENT LIFE STYLES . . . TO BECOME MORE ABLE TO ACCEPT DIFFERENT LIFE STYLES |
| GEOGRAPHY | EXAMINATION OF THE PHYSICAL FEATURES NECESSARY FOR/TO POPULATION GROUPING CHANGING USE OF SIMILAR LAND FEATURES | CITIES' ABILITIES ? TO SATISFY HUMAN & PHYSICAL NEEDS IF SUCCESSFUL, THEN ↑<br>IF NOT, THEN ↓ | INTERPRETATION(S) OF ENVIRONMENT (LAND).<br>AN ATTEMPTED MEASUREMENT OF SATISFACTIONS ?<br>V I S U A L S |

| DISCIPLINE | CONCEPTS PERTINENT TO THIS TOPIC | APPLICATION OF CONCEPTS TO THIS PROJECT | SUGGESTED INSTRUMENTAL CONTENT FOR DEVELOPING THIS CONCEPT |
|---|---|---|---|
| HISTORY | THE URBAN<br>PHENOMENA<br>HUMAN NEEDS<br>PHYSICAL NEEDS | IDEAS & IDEALS RE: SUCCESS<br>1. AS SEEN BY THE INDIVIDUAL<br>2. AS SEEN BY THE COMMUNITY IN WHICH HE EXISTS | COMPARISONS WITHIN & AMONG GROUPINGS.<br>IF SUCCESSFUL, WHY ?<br>COMMON FACTORS, UNIQUE FACTORS<br>IF NOT SUCCESSFUL, WHY NOT ?<br>COMMON FACTORS, UNIQUE FACTORS |
| ANTHROPOLOGY | THE INTERACTION<br>OF CULTURE & SUB CULTURE SYSTEMS<br>1. COMMONALITY<br>2. UNIQUENESS | ANALYSIS OF PRODUCTIVITY LEVEL & POTENTIAL LEVEL<br>CAUSES FOR THE (ASSUMED) DIFFERENCES | PATTERNS/TRENDS WITHIN CERTAIN GROUPS. AMONG ALL GROUPS<br>LESSONS/WHAT IS THE MORAL OF THE STORY ? |
| SOCIOLOGY | ROLES<br>STATUS<br>DIFFERING/ENT<br>IDEAS OF SUCCESS | EVALUATION<br>1) SELF<br>2) OTHER<br>INTERACTION<br>MODIFICATION | 1. INTERVIEW AND/OR QUESTIONNAIRE<br>2. BIOGRAPHICAL ANALYSIS<br>3. HIERARCHICAL POSITIONING |

Rationale for concepts adapted to matrix

History - students need more contact with adults in the community and a study into the origin of businesses in their community would provide this, one of the reasons for alienation is an inability to get work due to lack of experience. One way of impressing a prospective employer is to show interest in more than the skill or output point of view.

Anthropology - Mankind has a need to create. The moves that are made on the rural-urban continuum often remove this satisfaction. If the student created some tool or object and then purchased one of the same kind, he would get the feeling and see that as he moved up the continuum he would be more likely to lose this satisfaction. Alternatives could then be introduced through media.

Sociology - There are different means of achieving recognition or status on the rural-urban continuum. By investigating these traits in one community and comparing with another community, the student would become aware of the changes necessary.

Political Science - Interdependence is greater in smaller communities than in larger ones. By interviewing the law enforcement officials in their community, students could discover how many residents appear in court away from their own community. Interviewing local politicians would also show interdependence.

Economics - One of the most difficult steps in seeking employment for young adults is the interview. In a small community the employer may not know the student but he will have at least heard the name or may even know the parents. This gives students a false sense of security which soon disintegrates when applying for a job in a larger center. A simulation or a role-play would provide the student with experience.

Psychology - Mankind has a need to establish a reason for existence. In a smaller community, this need may be established through work because of the absence of mass production. By interviewing artists, craftsmen, etc. in their community, students would become familiar with this and then look for alternatives in material provided by SURT.

Geography - The environment establishes reasons for location of communities on the rural-urban continuum and also establishes the patterns of the society. Investigation into their environment would familiarize students with the patterns in all communities on the continuum.